

San José State University
College of Social Sciences/Department of Environmental Studies
GEOG 123 Geography for K-12 Teachers, Spring 2016

Course and Contact Information

Instructor:	Gina Bacigalupi
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Office Hours:	By appointment.
Class Days/Time:	Tuesdays & Thursdays: Noon-1:15pm
Classroom:	Clark Hall 234
Prerequisites:	Upper division standing or instructor consent
LAST DAY of CLASS	Thursday, May 12 th , 2016
FINALS DAY:	FRIDAY, MAY 20 th : 9:45am-Noon

Course Description

This course is a combination of content and practical application. Using the Five Themes in Geography, we will build a foundation of knowledge that you will then be able to apply and use in your classrooms in the future. Geography is a deep, multifaceted discipline, and we will be touching on multiple areas within the field, including physical, human/cultural, historical, and regional geography. The course is largely driven by student interest and involvement, so participation is key to succeeding in this class. After each lesson, we will brainstorm ways of teaching the material to K-12 students as well as come up with related hands-on activities and ways to possibly troubleshoot when your students do not understand. We will have formal lectures but will often run the class seminar-style. What we cover in terms of content and pedagogy will be guided by the class and what you want to get out of this course. Throughout the semester, you will be developing and eventually delivering an original, geography-themed lesson plan in addition to researching and presenting on a world region with a partner. Your culminating assignment will be to determine your educational philosophy and how geography fits in to that.

Learning Outcomes

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will have a solid understanding of the complexities of the field of geography, including elements of physical, cultural/human, historical, and regional geography, and be able to feel comfortable incorporating geography in their future classroom. Students will be able to create and teach an effective lesson on a topic pertaining to the field of geography, including hands-on activities. Students

will also become familiar with major world regions and how geography has shaped the development of these areas.

Required Texts/Readings

There are no required texts for you to purchase. We will be reading excerpts and articles from a variety of sources. These readings will be made available on Canvas or occasionally printed as a hard copy.

Other equipment / materials

- Notebook; pages should be able to be torn out
- Writing implement (pencil and dark blue/black ink)
- Ruler (optional to bring to class but good to have at home)
- Colored pens/pencils (optional to bring to class but good to have at home)

Library Liaison

Peggy Cabrera (peggy.cabrera@sjsu.edu) is the Library Liaison for the Department of Environmental Studies. She is a great resource who is available via email and in person by appointment.

Course Requirements and Overview of Major Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Reading & Participation:

Students are expected to attend each class on time, complete the assigned readings BEFORE class, take good notes, ask questions, turn assignments in on time, pick up class handouts, and participate in group discussions, and class activities. You will receive participation points for contributing to discussions and participating in lectures and class activities. **You must be present and prepared to receive participation points; there are no makeup points for missed class.** You will be held accountable for the readings and will have regular reading responses, questions, and/or discussion prompts pertaining to assigned readings.

Current Events:

Geography plays such a significant role in world events. As global citizens but also as educators, it is crucial for us to stay updated on what is happening at the local, national, and international levels. On an almost weekly basis, you will find a news article from a reputable source (in-print or online) pertaining to the field of geography. For instance, this may be related to physical geography, such as a natural disaster or perhaps to human/cultural geography such as a land dispute, etc. For this assignment, you will write a 1 (full)-2pg summary of the article and also acknowledge how it relates to geography. Each week a Current Event assignment is due, at least one person will informally share their article with the class.

California Bioregions Map:

After doing some preliminary research on an assigned California bioregion at home, you will work alone or in pairs to create a map that shows some of the basic environmental features of this bioregion. After creating your map, you will informally share what has been learned about the bioregion with the rest of the class. This activity will serve as an introduction to the many unique features of our state.

Features that must be included on each map:	Other items that might be interesting to include:
<ul style="list-style-type: none">• Compass points (i.e. North arrow)• Major bodies of water• Hills/mountains• Native plants and animals (min. 3 each)• Minimum 2 negative human influences (i.e. Sources of pollution)• Minimum 2 positive human influences (i.e. Restoration projects)	<ul style="list-style-type: none">• Unique soil types• Endangered species• Foods produced• National/state parks• Education opportunities

Lesson Plan:

A portion of your time in this course will be spent researching and developing a lesson plan. Each lesson plan will relate to an issue/area of geography and **will include a hands-on activity or game**. You will do some background research, write your lesson plan, and then present this lesson in an educational setting of your choice. Your lesson plan should incorporate at least 1 of the 5 Themes of Geography as well as use at least 1 National Geography Standards.

Written Lesson Plan:

Based on a literature review (and for some of you, your experience teaching in class), you will write a lesson plan that can be taught at the K-12 level. You choose which grade. The lesson may be designed for use in a classroom, on a field trip, or in any other education setting. You should include at least one experiential learning technique, such as hands-on activities, art projects, or single concept field trips. The written plan should be 3 to 5 double-spaced pages in length and will be organized in a standard lesson plan format. In terms of “standard lesson plan format”: You may choose the way you layout your lesson plan, whatever feels comfortable to you. The instructor and fellow classmates will provide some lesson plan format examples/suggestions. Helpful tip for all: Bold or underline the lesson plan components (to be given at a later date) so they are easy to find. The lesson should be designed to last 45-90 minutes in length and should, as stated above, incorporate at least 1 of the 5 Themes of Geography as well as use at least 1 National Geography Standards. If you can find a way to connect to California state standards or Common Core, go for it!

Lesson Plan Placement Presentation:

You will present the lesson plan that you have developed in an educational setting. This can be a classroom, an outdoor education site, or an interpretive setting. Please have the location of your placement approved by the instructor and the lead educator at the site prior to giving the lesson. Students who are currently working in the education field or have a placement for another course may use this setting for this course as well. Make certain that the lead educator knows what the requirements for this course are and what you expect from them.

Finding a placement is the student’s responsibility. It is important that potential sponsor teachers be treated with consideration and respect.

On Finals Day, you will also give our class a brief, informal presentation of the topic/content of your lesson, how teaching it went, what you liked about it, and what you would like to change for next time.

Education Philosophy:

You will conclude the course by writing your own educational philosophy. This paper should be 3 pages (or more if you wish) in length and will express your goals as an educator, why you believe teaching is important, and what role you feel geography has in the broader context of education. You may have done something similar in other classes; however, this educational philosophy should focus on geography, and how you believe the field fits into your personal views on education. Additionally, you will include a reflection on your teaching experience from this course. This is your opportunity to evaluate yourself as a teacher. Be certain to answer the following questions regarding your teaching experience: What did you learn from your teaching experience? What could you do to improve the lesson in the future? What was the most enjoyable part of teaching the lesson?

Region Presentation:

As educators, it is important we show students how interconnected and complex the world is. This is not possible without knowing where in the world events are happening, policies being made, or territories disputed and how these regions developed the way they did. In other words, how does the geography of these regions shape them? In pairs, students will take responsibility for 1 class session where they will present/lecture on 1 region of the world (North America, South America, Europe, Asia, Middle East, Australia, or Africa). Large physical features (i.e. mountain ranges, key rivers, plains, etc) of the region will be identified along with how the landscape has affected human settlement and development. Other characteristics such as language, religion, environment/resources, general politics, etc should be identified. As a subset of the presentation, the group may choose to highlight a particular country within the region to go more in depth. You will also need to include a hands-on activity, exercise, or video to go with the region and be able to field questions about tailoring the content of your region presentation to different grades. **More details to come!

Region Quiz:

Knowing what states/countries are located where is key to being an educated citizen and informed teacher. You will be responsible for being able to look at a map and filling in the names of states (in the case of the US) and countries. **More details to come.

Grading Policy

Your grade will be based on your assignments and class participation. For each major assignment, you will receive a grading rubric along with assignment instructions. It is your responsibility to ask questions about the instructions and/or the rubric prior to submitting the assignment. Claiming you didn't understand what was expected is not an excuse.

For major assignments, your work will be returned to you with feedback and a completed rubric. It is your responsibility to ask the instructor if you do not fully understand how a portion was evaluated. For more minor assignments, such as reading responses, you will be graded on completeness and correctness (for non-opinion-based prompts).

There will be participation points assigned to most class meetings. Students will be evaluated using a -, ✓-, ✓, ✓+ system, which will later be converted into a numerical value (0, 1, 3, 5, respectively). As stated above, you will receive participation points for contributing to discussions and participating in lectures (i.e. asking questions) and class activities.

Grade Scale:
A = 93%-100%
A- = 90%-92%
B+ = 87%-89%
B = 83%-86%
B- = 80%-82%
C+ = 77%-79%
C = 73%-76%
C- = 70-72%
D = 60-69%
F = < 60%

Please note: Grades will not be curved. It is up to the discretion of the instructor whether to bump up a student's grade at the end of the semester. Quality of work, general improvement, and evident effort may be taken into consideration when considering a grade bump. It is also up to the instructor's discretion whether or not to give an A+.

Also, according to [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf>, "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades."

Overview of Points Available*

Assignment	Point Value
Reading/Participation	130
Current Events	120
Bioregion Map	15
Life on the Reef Questions	15
Journey of Man Questions	20
Lesson Plan	40
Region Presentation	100
Region Map Quiz	TBD
Education Philosophy	40
Total	480*+
(*subject to change)	

General Note about Submitting Assignments:

An assignment should be turned in as a **hard copy to the instructor at the beginning of class AND submitted electronically to Canvas by 10am** on the due date, **unless otherwise mentioned**. The instructor will be using the Turnitin feature on Canvas. Typed assignments are to be **12pt Times New Roman, double-spaced with 1-inch margins all around**. **Failure to follow the formatting guidelines will result in a 10% deduction** on the assignment.

Final Exam:

None! However, you are required to attend Finals Day. You will have a world region quiz as well as presenting on how your Lesson Plan went.

Extra Credit:

The instructor will announce in class any opportunities for extra credit. It is YOUR responsibility to record details of these assignments. Think of extra credit as a buffer, not a reason or excuse to not do your best on

regular assignments. It is up to the instructor's discretion whether to cap the amount of extra credit students can get. This cap would be the same for all students.

Late Work:

It is **NOT** accepted, so please get your assignments in on time. If you have extenuating circumstances, please speak with the instructor. For instance, if you are ill, please notify the instructor; you will need to provide a doctor's note.

Citation Method:

We will use the Council for Science Editors (CSE) Name-Year citation method. Your go-to resource for citation formatting help is: http://writing.wisc.edu/Handbook/DocCSE_NameYear.html. Any ideas that are not 100% yours MUST be properly cited.

Classroom Protocol

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

General:

Inappropriate use of phones during class is a disruption to all and will NOT be tolerated. Phones should be on silent or off and put away. A first offence will result in a verbal warning, with repeat disruption of the class resulting in forfeiture of participation points, with placing the phone on the instructor's desk for the remainder of the class meeting or dismissal from the class meeting possible. Notify the instructor in advance if you are expecting a phone call. If you need to take a call, please step outside.

If you would like to or have special needs that require you to use an electronic device (i.e. a laptop) to take notes during lecture, please speak with the instructor. Inappropriate use of electronic devices such as laptops and tablets will NOT be tolerated. They must be used for note-taking, unless otherwise instructed.

Music players and any other electronic devices must be turned off and stored in your backpack/purse.

Please do not come to class intoxicated in any way. You will be asked to leave, and your grade will suffer.

Bottom line: Treat instructor, classmates, and guest speakers with respect. Be considerate of others.

Reading & Participation:

Please see description above.

Per **University Policy F-69-24** located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>, you will not be awarded points just for attending class. Active participation is critical to success.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and

SJSU current semester's Policies and Procedures, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



Study/Work Area & Academic Support: ACCESS Success Center

The Academic Counseling Center for Excellence in the Social Sciences (ACCESS Success Center) is located on the 2nd floor of Clark Hall. Quiet study/work areas are available as well as tutoring (i.e. writing & statistics) and academic and professional advising. Visit <http://www.sjsu.edu/access/> to learn more. Note: They have writing tutors available; this could be an additional option/resource to the Writing Center for you.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.